

4 month reporting date 3/09/06
 8 month reporting date 7/09/06
 Closed 5/10/06

Roslyn School District Improvement/Progress Report Form

Principle: Principle 1 General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Out of compliance <u>ARSD 24:05:17:03. Annual report of children served</u> In its annual report of children served, the division shall indicate the number of children with disabilities receiving special education and related services on December 1 of that school year. <u>24:05:27:08. Yearly review and revision of individual educational programs.</u> Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year. The monitoring team was unable to validate an individualized education program plan was in effect on December 1, 2004 for 1 student listed on the 2004 child count.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district has established procedures for collecting, maintaining and reporting accurate child count data.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students reported on the child count will have an active IEP in effect on December 1 st of the reporting year.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	4 month progress Record date objective is met	8 month progress Record date objective is met
1. What will the district do to improve? The district will develop a system to ensure each student's IEP is reviewed and revised at least once a year. What data will be given to SEP to verify this objective? The district will report to the state office: 1. A brief description of the system the district has developed 2. The date it was developed	December 1, 2005	Special Education Director	Met 12/1/05	

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3. The title of the person who is the responsible to maintain and update the system				
Please explain the data (4 month) The district will use a data sheet for children on an IEP. The data sheet will include columns for: Student's name, IEP annual review date and an empty column to complete after each IEP is held. The system was developed on 9/28/2005. (continued) Files reviewed: 20 of 20 files had an IEP in place on 12/1/2005.				
Please explain the data (8 month)				
Please explain the data (12 month)				

Principle: Principle 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:06. Reevaluations. Reevaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation agreed to by the school administration. Each school district shall follow the procedures under § 24:05:25:04.02 when reevaluating a student for the additional purposes of:(1) Determining whether the child continues to have a disability; (2) Determining whether the child continues to need special education and related services. If no additional data are needed to determine continuing eligibility, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of services under this article, to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child is no longer a child with a disability. The evaluation procedures described in this chapter are not required before the termination of a child's eligibility under this article due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE.

Through file review the monitoring team determined the district did not consistently follow evaluation requirements prior to dismissal. In 2 of 2 files evaluation to determine continued eligibility did not occur prior to dismissing the students from special education.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will conduct appropriate evaluation prior to dismissing a student from special education or special education and related services to determine whether the child continues to need special education and related services, following all procedural safeguards.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)** The district will follow the required evaluation process prior to dismissing a student from special education or special education and related services following all procedural safeguards.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	4 month progress Record date objective is met	8 month progress Record date objective is met
<p>1. What will the district do to improve? District will reevaluate to determine continued eligibility prior to dismissing a student from special education or if no additional data are needed to determine continued eligibility, the district shall notify the parents of that determination and the reasons for it and of the right of the parent to request an assessment. What data will be given to SEP to verify this objective? The district will review 100% of the files of students dismissed from services and will report the following:</p> <ol style="list-style-type: none"> 1. The number of students the district dismissed from services during the reporting period and 2. The number of student files in which the student was reevaluated and determined not to be eligible for special education or 3. The number of student files in which the student was dismissed from special education and that contained a prior notice/permission to evaluate explaining the reasons why the district felt no further evaluations/data was needed to dismiss the student or special education and the reasons for it and the right of the parent to request an assessment. 	Dec. 9, 2006	Special Education Director, Special Education Teacher, and Speech Therapist	Not Met	Met 5/10/06
Please explain the data (4 month) There have been no dismissals during the reporting period.				
Please explain the data (8 month) 1. One student has been dismissed from special education during this reporting period. 2. One student was reevaluated and determined not to be eligible for special education services.				
Please explain the data (12 month)				

Principle: Principle 4 – Procedural safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:30:04. Prior notice and parent consent. Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public

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education to the child. Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.

Through file review, the monitoring team determined the district did not consistently follow procedural safeguards for initial placement and dismissal. In 1 file the district provided special education services to a child without parental consent for placement into special education. In a second file there was no prior notice for a meeting in which reevaluation results were discussed and the student was dismissed from services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all procedural safeguards are followed during the identification, evaluation, and placement and/or dismissal process of a student in a program providing special education or special education and related services.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will:

- 1) document parental consent before initial placement of a child in a program providing special education
- 2) will provide parents a 5 day prior notice for all meetings to initiate or change the identification, discuss evaluation or placement of a student in a program providing special education or special education and related services.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

4 month progress
Record date objective is met

8 month progress
Record date objective is met

1. What will the district do to improve?

The district will obtain parental consent prior to the initial placement of a child in a program providing special education or special education and related services.

What data will be given to SEP to verify this objective?

The district will review 100% of the files of initial placement and will report the number of files of initial placements during the reporting period and the number of those initial placements that contained a parent signature for placement on the individualized education program plan.

Dec. 9, 2006

Special Education Director, Special Education Teacher, and Speech Therapist

Met
3/02/2006

Please explain the data (4 month) File review: 2 of 2 Initial IEPs contained parent signature as written parental consent.

Please explain the data (8 month)

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Please explain the data (12 month)				
<p>2. What will the district do to improve?</p> <p>The district will provide to parents a five day written prior notice for all meetings to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of the files for the IEPs conducted during the reporting period and will report:</p> <ol style="list-style-type: none"> 1) the number of IEP meetings conducted during the reporting period and 2) will document the number of files which contained a five day written prior notice for those meetings. 	Dec. 9, 2006	Special Education Director, Special Education Teacher, and Speech Therapist	Met 3/02/2006	
Please explain the data (4 month) File review : 12 of 12 IEP's were held during the reporting period and each one included a 5 day written prior notice.				
Please explain the data (8 month)				
Please explain the data (12 month)				

Principle: Principle 5 – Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section.</p> <p>Through file review, the monitoring team determined the district did not consistently provide justification of why the student services cannot be provided in the regular classroom in 4 of 11 files reviewed. Statements such as “Student needs to come to the Resource Room for assistance with general education subjects.” and “..team rejects placement of therapy lessons in the home due to distractions from the brother...” do not explain why the student will not participate with nondisabled children in the general curriculum.</p>

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure the placement committee provides a written description of the options considered and the reasons why options were rejected and/or accepted for each placement alternative considered for the student.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The justification for placement statement will describe why the student could not receive services in the regular classrooms or their natural setting.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	4 month progress Record date objective is met	8 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>The district will use the reject/accept format when determining where the student will receive services and the justification statements will contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in each placement spectrum and why.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of the files for IEPs conducted during the reporting period and will report:</p> <ol style="list-style-type: none"> 1) The number of files reviewed and 2) The number of files in which the reject/accept format was used and the justification for why services could not be provided in each spectrum of the continuation of the placement. 	Dec. 9, 2006	Special Education Director, Special Education Teacher, and Speech Therapist	Met 3/02/2006	

Please explain the data (4 month) File review: 12 of 12 IEPs reviewed contained reject/accept format and justification statements for why services could not be provided in each spectrum of the placement.

Please explain the data (8 month)

Please explain the data (12 month)